



## Goucher Elementary

604 Goucher School Road  
Gaffney, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	212 Students	
<b>Principal</b>	Ms. Ashley B. Clary	864-487-1246
<b>Superintendent</b>	Dr. William B. James	864-902-3500
<b>Board Chair</b>	Mr. Billy Blackwell	864-902-3542

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Average</b>
2007	Below Average	At-Risk
2006	Average	Below Average
2005	Average	Below Average
2004	Good	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

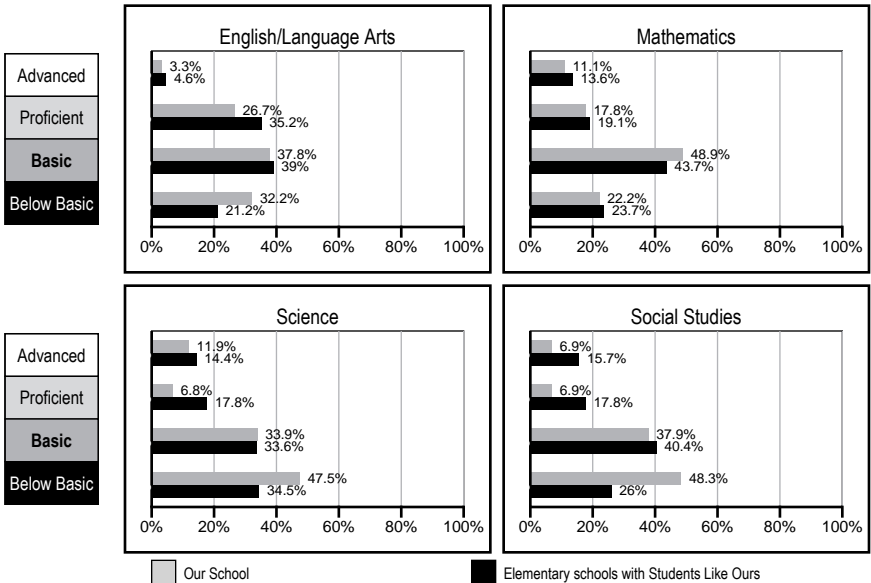
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	5	48	34	1

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=212)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	Up from 0.0%	2.7%	2.3%
Attendance rate	96.7%	Up from 95.7%	96.2%	96.3%
Eligible for gifted and talented	8.3%	Down from 13.5%	9.8%	10.4%
With disabilities other than speech	2.8%	Down from 4.7%	8.7%	7.5%
Older than usual for grade	0.0%	Down from 0.6%	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=15)</b>				
Teachers with advanced degrees	66.7%	No Change	57.8%	56.7%
Continuing contract teachers	93.3%	No Change	80.9%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.5%	Up from 92.3%	87.6%	86.4%
Teacher attendance rate	91.3%	Up from 88.6%	94.9%	94.9%
Average teacher salary	\$47,803	Up 0.3%	\$45,465	\$45,345
Professional development days/teacher	14.2 days	Up from 9.1 days	12.5 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Up from 15.7 to 1	18.5 to 1	18.5 to 1
Prime instructional time	83.8%	Up from 82.4%	89.5%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 90.2%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,131	Up 9.2%	\$6,897	\$7,052
Percent of expenditures for instruction*	65.0%	Down from 66.4%	68.5%	69.1%
Percent of expenditures for teacher salaries*	62.4%	Down from 63.7%	64.9%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

## Report of Principal and School Improvement Council

At Goucher Elementary School, we always expect the best, and the 2007-2008 school year was no exception. The mission of our school is to lay the framework for students to acquire the skills necessary to become successful, responsible citizens. This year we implemented a South Carolina Reading First Grant at Goucher. Through the grant, we were able to hire a full-time literacy coach and a reading interventionist. Funding from SCRF also allowed us to purchase over \$100,000 worth of books for our school to enhance the media center, individual classroom libraries, and the literacy center. Our media center was able to increase the average age of its collection by eleven years! We worked especially hard to update the areas of nonfiction.

A building project that began during the summer of 2007 was completed this spring. As we begin the 2008-2009 school year, we will have six new classrooms in use for students in 5K, first, second, and third grades. We are also installing new carpet in the existing classrooms, office area, and media center.

Classroom technology continues to be updated. All of our classrooms now have an LCD projector, document camera, and electronic white board. Fourth and fifth-grade classes have classroom performance systems, and the teachers are now going to be able to use this new technology to enhance their instruction. This system will allow teachers to assess students in order to quickly and effectively focus instruction on areas of weakness.

Our school continues to be supported by parents and community members. This past year, Goucher students had community members who participated in our weekly, lunch buddy program. Our business partners continued to support us in various ways, such as sending our character award-winners to lunch at a local restaurant and providing lunch on two occasions for our faculty and staff. The PTO also put on many activities throughout the year, such as a Fall Festival, Santa Shoppe, and Spring Fling. Some of our local churches partnered to sponsor a Good News Club after school each week. We appreciate this support from our parents and local community and look forward to working with them in the future.

Goucher has a hard-working and dedicated faculty, and we appreciate their hard work and dedication to the children. Let us not forget to recognize this year's Teacher of the Year, Ms. Sharon Dover, and our Distinguished Teacher of Reading, Mrs. Debbie Padgett. We would like to congratulate these teachers for their tremendous effort to make Goucher the best!

Ashley B. Clary, Principal

Rebecca Fox, School Improvement Council Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	14	29	24
Percent satisfied with learning environment	92.9%	96.6%	79.2%
Percent satisfied with social and physical environment	100.0%	82.8%	83.3%
Percent satisfied with school-home relations	92.3%	93.1%	87.5%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 7 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	96	100	32.2	37.8	26.7	3.3	42.2	43.2	48.2	No	Yes
--------------	----	-----	------	------	------	-----	------	------	------	----	-----

**Gender**

Male	44	100	42.5	32.5	22.5	2.5	37.5	36.1	41.7	N/A	N/A
------	----	-----	------	------	------	-----	------	------	------	-----	-----

Female	52	100	24	42	30	4	46	50.4	55	N/A	N/A
--------	----	-----	----	----	----	---	----	------	----	-----	-----

**Racial/Ethnic Group**

White	94	100	33	36.4	27.3	3.4	43.2	50.3	60	No	Yes
-------	----	-----	----	------	------	-----	------	------	----	----	-----

African American	1	I/S	I/S	I/S	I/S	I/S	I/S	27.6	31.7	I/S	I/S
------------------	---	-----	-----	-----	-----	-----	-----	------	------	-----	-----

Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.7	70.4	I/S	I/S
------------------------	-----	-----	-----	-----	-----	-----	-----	------	------	-----	-----

Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	18.9	38.4	I/S	I/S
----------	---	-----	-----	-----	-----	-----	-----	------	------	-----	-----

American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
-------------------------	-----	-----	-----	-----	-----	-----	-----	-----	----	-----	-----

**Disability Status**

Disabled	15	100	71.4	14.3	14.3	0	14.3	13.6	16	I/S	I/S
----------	----	-----	------	------	------	---	------	------	----	-----	-----

**Migrant Status**

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
---------	-----	-----	-----	-----	-----	-----	-----	-----	------	-----	-----

**English Proficiency**

Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.9	36.9	I/S	I/S
----------------------------	-----	-----	-----	-----	-----	-----	-----	------	------	-----	-----

**Socio-Economic Status**

Subsided meals	63	100	35	43.3	21.7	0	36.7	31.3	34	No	Yes
----------------	----	-----	----	------	------	---	------	------	----	----	-----

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	96	100	22.2	48.9	17.8	11.1	38.9	43.8	45.8	No	Yes
--------------	----	-----	------	------	------	------	------	------	------	----	-----

**Gender**

Male	44	100	30	42.5	20	7.5	37.5	43.1	45.6	N/A	N/A
------	----	-----	----	------	----	-----	------	------	------	-----	-----

Female	52	100	16	54	16	14	40	44.5	45.9	N/A	N/A
--------	----	-----	----	----	----	----	----	------	------	-----	-----

**Racial/Ethnic Group**

White	94	100	21.6	48.9	18.2	11.4	39.8	51.6	59	No	Yes
-------	----	-----	------	------	------	------	------	------	----	----	-----

African American	1	I/S	I/S	I/S	I/S	I/S	I/S	25.3	26.9	I/S	I/S
------------------	---	-----	-----	-----	-----	-----	-----	------	------	-----	-----

Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	76.5	71.3	I/S	I/S
------------------------	-----	-----	-----	-----	-----	-----	-----	------	------	-----	-----

Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	26.6	38.1	I/S	I/S
----------	---	-----	-----	-----	-----	-----	-----	------	------	-----	-----

American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
-------------------------	-----	-----	-----	-----	-----	-----	-----	-----	------	-----	-----

**Disability Status**

Disabled	15	100	50	35.7	14.3	0	21.4	17.1	17.1	I/S	I/S
----------	----	-----	----	------	------	---	------	------	------	-----	-----

**Migrant Status**

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
---------	-----	-----	-----	-----	-----	-----	-----	-----	------	-----	-----

**English Proficiency**

Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30.1	38.7	I/S	I/S
----------------------------	-----	-----	-----	-----	-----	-----	-----	------	------	-----	-----

**Socio-Economic Status**

Subsided meals	63	100	26.7	50	15	8.3	35	31.9	31.4	No	Yes
----------------	----	-----	------	----	----	-----	----	------	------	----	-----

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	------------------------	--------------------------

**Science**

All Students	63	100	47.5	33.9	6.8	11.9	18.6	26.4	35.7	96.7	96.2
<b>Gender</b>											
Male	26	100	47.8	26.1	8.7	17.4	26.1	27.3	37.4	96.5	96.2
Female	37	100	47.2	38.9	5.6	8.3	13.9	25.5	33.8	96.9	96.3
<b>Racial/Ethnic Group</b>											
White	62	100	46.6	34.5	6.9	12.1	19	33.3	49.2	96.7	96
African American	N/A	I/S	I/S	I/S	I/S	I/S	I/S	10.6	17	97.7	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	97
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	11	24.9	96.9	97.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	96.3
<b>Disability Status</b>											
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	12	14	97	95.3
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	10.1	24.4	97.8	97.4
<b>Socio-Economic Status</b>											
Subsided meals	44	100	46.3	39	7.3	7.3	14.6	17	21.1	96.6	95.8

**Social Studies**

All Students	62	100	48.3	37.9	6.9	6.9	13.8	20.5	34	96.7	96.2
<b>Gender</b>											
Male	32	100	56.7	20	10	13.3	23.3	21.9	36.6	96.5	96.2
Female	30	100	39.3	57.1	3.6	0	3.6	19	31.3	96.9	96.3
<b>Racial/Ethnic Group</b>											
White	60	100	46.4	39.3	7.1	7.1	14.3	24.9	44.5	96.7	96
African American	1	I/S	I/S	I/S	I/S	I/S	I/S	9.8	19.1	97.7	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.9	58.9	N/A	97
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	10	27.5	96.9	97.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	96.3
<b>Disability Status</b>											
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	10.2	14.4	97	95.3
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	12.4	27.3	97.8	97.4
<b>Socio-Economic Status</b>											
Subsided meals	38	100	58.3	36.1	2.8	2.8	5.6	12.7	21	96.6	95.8

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	26	100	8	60	20	12	32
	4	31	100	44.8	37.9	13.8	3.4	17.2
	5	27	100	12	40	36	12	48
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	37	100	35.3	26.5	29.4	8.8	38.2
	4	29	100	14.8	55.6	29.6	0	29.6
	5	30	100	44.8	34.5	20.7	0	20.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	26	100	20	64	4	12	16
	4	31	100	31	44.8	13.8	10.3	24.1
	5	27	100	8	28	44	20	64
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	37	100	29.4	44.1	11.8	14.7	26.5
	4	29	100	11.1	59.3	14.8	14.8	29.6
	5	30	100	24.1	44.8	27.6	3.4	31
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	13	100	30.8	69.2	0	0	0
	4	31	100	55.2	31	6.9	6.9	13.8
	5	14	100	25	58.3	0	16.7	16.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	19	100	41.2	29.4	17.6	11.8	29.4
	4	29	100	48.1	37	3.7	11.1	14.8
	5	15	100	53.3	33.3	0	13.3	13.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	13	100	33.3	41.7	16.7	8.3	25
	4	31	100	48.3	44.8	3.4	3.4	6.9
	5	13	100	7.7	53.8	23.1	15.4	38.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	18	100	41.2	47.1	5.9	5.9	11.8
	4	29	100	44.4	44.4	3.7	7.4	11.1
	5	15	100	64.3	14.3	14.3	7.1	21.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample